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## Forging New Library Connections Between Vermont and Peru

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Librarians, guests, and translator return to the orphanage outside of Granada, Nicaragua, to deliver bunk beds.

## Colorado Librarians Explore Nicaraguan Libraries

By Janet Lee, Dean, Regis University Library

After over a year of planning, the International Library and Cultural Exchange-Interest Group, an interest group of the Colorado Association of Libraries, visited Nicaraguan libraries in the first-ever ILCE-IG sponsored trip abroad. Participants included ILCE-IG steering committee members Janet Lee, Nancy Bolt, Barb Thorne, and

Jane Mirandette. The committee was joined by Kathy Plath, retired from Pueblo (CO) Schools; Brenda Bailey-Hainer, American Theological Library Association; Gene Hainer, State Library (CO); Sue Keefer, Otero (CO) Junior College; and Barbara Adesso, Flushing Branch of the Queens Library in New York.

The group had the opportunity to visit the San Juan del Sur Biblioteca in San Juan del Sur, where Jane Mirandette is Founder and Director (<http://www.sjdsbiblioteca.org/>).

that services nearby schools: mented, portable Koha circulate; prepare for the 14th annual li-poet, Rubén Darío, and assisted Members of ANIBIPA,

The visit also included several "Library in a Box" locations in Granada. The "Library in a Box" is a starter kit for small non-profits or schools that contains a carefully selected collection of books sold at cost.

Association, participated in the crafts, met with some of the visiting librarians, and attended the awards ceremony. The Minister of Education helped present awards and one of the ANIBIPA librarians served as Mistress of Ceremonies.

The visit also included several "Library in a Box" locations in Granada. The "Library in a Box" is a starter kit for small non-profits or schools that contains a carefully selected collection of books sold at cost. It comes complete with instructions on best practices for maintaining a small, circulating library. The first "Library in a Box" site has grown to about 5,000 volumes and is very active. The second was just established in a very rural clinic on the outskirts of town. The third library was housed in a room in a school adjoining an orphanage. The orphanage had a shortage of mats for sleeping, but the visiting librarians were so taken with it that they pooled their money (with permission and approval) to buy eight sets of bunk beds for the children.

This first ILCE-IG sponsored trip was highly successful. ILCE-IG is considering sponsoring a second trip to Lyon, France for the grand opening of a new library. The Lyon library is a Sister Library of the Denver Public Library and Lyon is a Sister City to the City of Denver. Stayed tuned for updates: <https://ilceig.wordpress.com/>



## Forging New Library Connections Between Vermont and Peru

By Laurie Kutner, Fred Pond, and Mara Saule, University of Vermont Libraries

Since 2010, researchers at UVM (the University of Vermont in Burlington, Vermont) and PUCP (the Pontifical Catholic University of Peru in Lima, Peru) have built extended collaborative relationships based on an umbrella affiliation agreement between the two institutions. Originally centered on health technology and instrumentation, the relationship soon expanded to include partnerships in science and engineering, public administration and, most recently, in library collaboration. In September 2015, three of us from the UVM Libraries travelled to PUCP for a week to strengthen library connections between our universities. We met individually with research faculty and colleague librarians, and shared best practices in larger workshops. After a highly fruitful visit, we were invited to a second visit in March 2016, in conjunction with a major Latin American conference for university librarians. This article describes our initial experiences at PUCP and will be followed by a second installment in the Spring issue—after our next visit to Lima and PUCP.



(Continued on next page)

PUCP is a large and prestigious Peruvian private university, supporting undergraduate, master and doctoral programs. There are four libraries on campus, and the library system has a very rich array of resources—from e-journal and e-book collections, to a remarkable depth of databases across disciplines, to extensive print holdings and special collections. The new science and engineering library (built in 2014) is a state-of-the-art facility that includes technology-rich presentation and group study spaces, an audiovisual center, individual study spaces, and a showcase 3-D printing and innovation center. The challenge for PUCP, however, is to present the richness of their collective resources and services in a way that maximizes discoverability and use, and strengthens instructional roles of librarians.



Mara Saule (UVM); Kathia Hanza (Director, PUCP Libraries); Fred Pond (UVM); Laurie Kutner (UVM)

In order to understand the PUCP research context and the role of librarians at the university, we spent several intensive days collaborating with librarians and staff, and meeting with university faculty in Engineering, Bioengineering, Environment, and Geography. We were asked to talk about how University of Vermont Libraries (1) presents its resources to users, (2) works closely with subject faculty through course instructional presentations, class-related individual consultations, and curricular integration and (3) manages department liaison relationships through resource purchase decisions and other library-related communications.

Our initial presentation to the PUCP librarians, entitled, “Organizing Electronic Resources for Research”, discussed user-centered design principles, how different user groups look for information, how users can get help from librarians, multiple entry points to resources, organizing by subject, and use of LibGuides to organize resources and point users to recommended resources for specific purposes. We even demonstrated live online our “Ask-A-Librarian” service. This service, ubiquitous to us in academic libraries in the United States, was unfamiliar to our Peruvian colleagues, and of great interest to them.

In our multiple meetings with Engineering, Bioengineering, Geography, and Environment faculty, both faculty and librarians were very interested in our roles in literacy concepts to specific class faculty and librarians expressed a potential for greater collaboration

With a user-centered approach as our focal point, we facilitated a lively discussion that focused on the following three areas: 1) reconsidering how library resources and spaces are organized, 2) expanding relationships with departments to more directly support coursework and disciplinary curricula, and 3) improving support for student and faculty research.

Because PUCP is developing a program with a sister medical school, there was particular discussion on relationships with the lead faculty member for the Bioengineering school.

Many volumes should we have in the bioengineering area?” to “How does UVM faculty work with students and faculty with a senior year capstone engineering project?” The conversation was particularly timely since the program is in early planning stages for accreditation in the 2017-18 year, and thus set the stage for direct library involvement from the onset.

teaching research skills and information sessions and throughout a curriculum. Both specific interest in further exploring the through direct instructional involvement.

opening a joint Biomedical Engineering school, there was particular discussion on relationships with the lead faculty member. Specific questions ranged from “How

Following our few intensive days of interacting with library staff, administrators, and university faculty, we put together a final presentation for library staff that focused on themes and areas for action that we had identified. With a user-centered approach as our focal point, we facilitated a lively discussion that focused on the following three areas: 1) reconsidering how library resources and spaces are organized, 2) expanding relationships with departments to more directly support coursework and disciplinary curricula, and 3) improving support for student and faculty research.

Our intent was to break into small workgroups to consider each of these separately, and we had prepared discussion questions for each of these areas. However, it quickly became apparent that we were heading toward a larger, more valuable discussion with the entire group. An engaging discussion ensued regarding the opportunities and challenges inherent in doing things differently, while balancing realities of current library workload. Our ideas were met with great interest, and a commitment to continuing exploration and action on our return trip in March.

At the end of the week, we had forged new connections with our colleagues in Peru, and had learned about both the similarities and differences in issues that we as academic librarians face in our daily work. We had set the foundation for future work, and had identified areas for further collaboration. We had started to consider very complex issues that we, in academic libraries, ubiquitously face in varying permutations across institutions and cultures.

Additionally, we learned that collaborating within our own team, at levels of intensity and unpredictability significantly different than in our home working environment, was a very positive and productive experience. Our areas of expertise complemented each other

(Continued on page 10)

## IFLA – BibLibre Marketing Awards Expand for 2016

The 2016 IFLA – BibLibre International Marketing Award will honor libraries that have implemented creative, results-oriented marketing projects or campaigns. Up to 10 finalists will be chosen for their outstanding achievement and three winners will be selected.

Administered by the IFLA Section on Management and Marketing, the award will give prizes of 2000, 1000, and 500 euros to the top three winners. The first and second place winners will also receive registration and travel to the August 2016 IFLA World Library and Information Congress in Columbus, Ohio, USA.

The deadline for applications is 10 January 2016; winners will be announced in March 2016 and will participate in the IFLA WLIC Awards Ceremony. For information about the award objectives, guidelines, selection criteria and application forms, go to <http://www.ifla.org/node/6922>.

### *New Library Connections* (Continued from page 5)

very well: we each brought previous experience working in a variety of international settings, and we were comfortable and energized by the uncertainty of working within a different cultural context. The inherently team nature of all our work produced a level of information in which the whole was truly greater than the sum of its parts. As a team, we feel better prepared for our next visit, and to focus more intensively on areas identified by our colleagues at PUCP as being of primary importance.

We would like to acknowledge and express great gratitude and thanks for the kindness and graciousness that so naturally flowed from our Peruvian hosts, who also introduced us to many aspects of Peruvian culture and made us feel extremely welcome. And to both PUCP and the University of Vermont, who believe in the value of expanding the initial affiliation focus to include a partnership with the libraries.

We look forward to returning in March, when we will build upon initial conversations and relationships to provide more focused, in-depth workshops and presentations particularly in the context of an international gathering of university librarians across Latin American borders

## LIBRARIES OF ALL KINDS ADD VALUE IN FIVE KEY AREAS: EDUCATION, EMPLOYMENT, ENTREPRENEURSHIP, EMPOWERMENT AND ENGAGEMENT.

GOAL: LIBRARIES TRANSFORM (<http://www.ala.org/transforminglibraries/>)

### *IRRT partners* (Continued from page 1)

International Librarians Network, which was started by three Australian librarians (Clare McKenzie, Kate Byrne and Alyson Dalby), was designed as a peer-mentoring program that encourages both partners in the matched relationship to learn from and teach each other. The ILN Directors developed a sophisticated application and matching process to help participants grow their international networks and share ideas.

Each year, the ILN offers two rounds of peer-mentoring partnerships in which applicants are matched with an information professional from another country for a four-month program. Matched partners are given suggested discussion topics to guide their communications. This helps them learn about each other's professional environment and keep the conversation flowing. Topics cover a range of professional issues that affect different kinds of libraries, different communities, and differing roles of information professionals. Participants are free to share ideas about any topics they wish, but the suggested topics really help spark conversations. At the end of the four months, the formal peer-mentoring relationship is dissolved, and each individual partnership decides whether they want to continue their relationship independently of the ILN.

ILN offers opportunities to participate in worldwide Twitter chats on specific topics. Participants converse in real-time with colleagues who share their interests. The ILN also has very active [Twitter](#), [Facebook](#), and [LinkedIn](#) accounts as well as a [blog](#) that features contributions from members around the world.

Since its first round in 2013, the ILN facilitated partnerships for over 3500 participants in 120 countries. It's a truly global mentoring program, offered entirely free and online. Participants generally contact each other by email, but also use Skype or social media to communicate.

I have participated in four rounds of the ILN program, with partners from Nigeria, Indonesia, Botswana, and Australia who I never would have met without the program. It has been a real pleasure to get to know librarians who teach me about libraries in their countries, share challenges and suggestions, and learn about their lives beyond the library. I even got to meet my Nigerian partner, Ayodele John Alonge, at ALA in Las Vegas in 2014! We are still in contact through Twitter and Facebook, and I am so happy to be following his career. He has also introduced to me other members of the Nigerian library community with whom I communicate.

IRRT members are invited to start growing their global networks by [applying](#) for the next round of ILN partnerships, Round 2016A, which will begin in March 2016. The program is conducted in English, and is open to anyone involved in libraries or the information professions, including LIS students. All participants require regular internet access, and should expect to devote one hour a week communicating with their partner.

Get your applications in early – if more than 20% of applicants in a given round are from the same country, ILN places a cap on applicants from that country. Those who apply first will be accepted and those who apply after the cap is placed will have to wait until the next round, so don't delay!

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